



THURGOLAND
CHURCH OF ENGLAND PRIMARY SCHOOL



Thurgoland CE Primary

Writing Curriculum

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Our Writing Intent

At our school, we strive for all our children to develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners.

Through an enriching text-based curriculum, we aim to ensure that all our children develop a genuine love of language and literature, by immersing them in a diverse range of high-quality books. Where possible, we make strong links between our reading and writing, which we believe allows each child to flourish as an author. We support children's clear understanding of how widely writing is used in everyday life and therefore how important and useful the skills are that they are learning.

With the National Curriculum at its core, writing is of paramount importance at our school and is supported through a well-mapped out skills and knowledge document that maximise learning for all children at Thurgoland.

We intent for all pupils to become enthusiastic and motivated writers, who have the confidence to write in a wide variety of genres and text types. For children to become fluent spellers and see writing as an interesting and enjoyable process, as well as write with purpose for an audience and take ownership of their writing and creativity.

To meet the National Curriculum objectives, we base our literacy units on high quality, age-appropriate texts so that children have considerable exposure to the text type, as well as having opportunities to magpie words and phrases while they write. The National Curriculum states that spoken language underpins the development of reading and writing and with oracy being such a high priority for children at Thurgoland Primary School, we provide discussion opportunities into every lesson in all year groups. EYFS and KS1 begin to develop their oracy and writing through Talk Through Stories which allows our pupils to extend and deepen their vocabulary through carefully selected texts so that they can understand the books they will soon be able to read for themselves. In Key Stage Two, pupils continue this learning journey through high-quality texts which are shared and discussed in daily comprehension lessons.

Writing Implementation

Writing at Thurgoland is taught explicitly in daily writing lessons and skills learnt are regularly reinforced across the curriculum. Using a combination of novels, film, poetry and relevant real-life events, learning is fun, meaningful and memorable for all pupils.

Writing at Thurgoland	
Focus text	Each unit is inspired by and underpinned by a core text which remains the focus throughout the half term and in reading lessons.
Discussion and oracy	Units of work provide opportunities for oracy through drama, brainstorming new vocabulary, paired and group discussions, shared writing and individual sharing of work.
Recap previous learning	Previously learned grammatical features as well as vocabulary is revisited in units, where these can be used again, and through this repetition, we ensure children embed and retain learning.
Introduce new learning/vocabulary	New vocabulary is introduced, modelled and encouraged to be used throughout the unit of work and beyond.
Modelled/Shared writing	Teachers model high quality writing in different genres, talking through their thinking , as an author. Children share their ideas in shared writing allowing the teacher to pick up on any misconceptions or further challenge writers.
Draft writing using key features	Children will construct pieces of writing in the focussed genre. Scaffolding for SEN/GDS, writing guides/templates, key vocabulary lists, modelled writing and support is given where needed.
Reflect and Edit writing	Editing our draft copies with a purple pen helps children reflect on their own work; improve and up level sentence structures and choose more suitable vocabulary to ensure it is their best work.
Publish writing	Children publish their final pieces at the end of each unit ensuring that their best quality work is presented.
Independent writing	At the end of selected units of work (one per half term) children produce an independent piece of writing for assessment purposes showcasing their best work.

Writing Concepts

The teaching of art across school covers the following concepts. The use of the concepts, materials and tools are progressive across the year groups in which they are taught to ensure pupils learn, embed and retain the knowledge and skills for each.

	Coverage of Concept
Oracy	Pupils are taught to become effective communicators through the use of spoken language. Children will explore, share and discuss ideas linked to their writing curriculum.
Dictation	Children will learn the skills of transcribing spoken texts from the teacher to match their phonics level (EYFS, Y1, Y2) or their knowledge to apply spelling and grammar rules. This allows pupils to learn how to retain a sentence and transcribe effectively.
Composition	Throughout all writing lessons, children will have the opportunity to articulate their ideas and structure in both their spoken language and writing.
Grammar, Vocabulary & Punctuation	Pupils will learn age-appropriate grammar and punctuation features and apply these independently to their writing.
Transcription	Children are taught the foundational writing skills of spelling and handwriting. They learn to convert thoughts into written words and developing these skills is crucial for a children's writing ability. Children will be able to spell words accurately, form letters fluently to minimise cognitive overload to allow children to focus on the content and meaning of their writing.

Writing Curriculum Overview

EYFS Writing Overview												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2		
	September	October	November	December	January	February	March	April	May	June	July	
Writing	Three & Four-Year Olds will be learning to <ul style="list-style-type: none">Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.Write some or all of their name.Write some letters accurately.			Children in Reception will be learning to <ul style="list-style-type: none">Form lower-case and capital letters correctly,Spell words by identifying the sounds and then writing the sound with letter/s.Write short sentences with words with known sound letter correspondences using a capital letter and full stop.Re-read what they have written to check that it makes sense.							ELG - Children at the expected level of development will: <ul style="list-style-type: none">Write recognisable letters, most of which are correctly formed.Spell words by identifying sounds in them and representing the sounds with a letter or letters.Write simple phrases and sentences that can be read by others.	
Writing Opportunities related to book-led provision	Produce story maps (adults to scribe) Writing own name and names of family members.	Toy theme-writing invitations.	Diwali and Bonfire Night-writing using phonics to describe sounds, colours. Dictated sentences relating to stories listened to.	Letter to Santa. Dictated sentences relating to stories listened to.	Polar lands themed dictated sentences.	Mr Wolfs Pancakes List of ingredients to buy	Dictated sentences relating to texts about growing. Personal timeline (relating to science and history)	Dictated sentences relating to stories about animals. Dictated sentence relating to visiting Mayfield Animal Park at Gulliver’s Kingdom.	Write poems as a whole class. Write dictated sentences Write a simple recount of the Train Ride story-link with visit. Write a simple recount story of the Runaway Chapatti.			



Year 1 Writing Overview				
Autumn 1				
Class Text	The Giant Jam Sandwich by John Vernon Lord and Janet Burroway	The Scarecrow's Wedding by Julia Donaldson	Winnie the witch by Valerie Thomas	Room on the broom-Julia Donaldson
Suggested final written outcome	To be able to write a sentence using finger spaces in between words. GD: To be able to use finger spaces with more independence.	To be able to write a sentence using capital letters for the start of a sentence. GD: To be able to use capital letters for beginning of sentences and some names of characters.	To be able use a full stop correctly to mark the end of a sentence. GD: To be able to use full stops consistently at the end of a sentence.	To be able to use 'and' to join 2 words together when sequencing sentences. GD: to be able to use and to join words and attempt to use and to join a clause.
Autumn 2				
Class Text	Anna Hibiscus' Song by Atinuke	Cops and Robbers by Allan Ahlberg	The Bear and the Piano by David Litchfield	
Suggested final written outcome	I can use a capital letter for the personal pronoun I in a sentence. GD: To be able to use a capital letter for the personal pronoun I in the middle of the sentence.	To be able to add -est to a describing word to describe a character. GD: To be able to use words ending in the suffix -est from their own vocabulary bank.	I can sequence sentences to retell a story. GD: To be able to write 4-6 sentences sequenced with increased accuracy.	
Spring 1				
Class Text	I'm in charge KG by Jeanne Willis	Slow Samson SL by Bethany Christou	Handa's Hen KG by Eileen Brown	
Suggested final written outcome	I can use an exclamation mark at the end of a sentence. GD: To be able to use exclamation marks with more independence.	I can use a question mark at the end of a question GD: To be able to use question marks with more independence.	I can add 'ed' to a root word to write a sequence of sentences to retell a story. GD: To be able to use words ending in the suffix – ed from their own vocabulary bank.	
Spring 2				
Class Text	Tiddler SL By Julia Donaldson	Owl Babies KG By Martin Waddell	Sonya's Chickens SL By Phoebe Wahl	
Suggested final written outcome	To write a sequence of sentences using capital letters for the days of the week GD: To use some additional descriptive vocabulary to describe the animals. E.g.: red crab	I can write a series of sentences using words ending in the suffix 'ed' to describe how the owls move. GD: to write sentences using words ending in the suffix – ed from their own vocabulary bank.	I can write a series of sentences using the suffix 'ing' to describe how to care for a chicken GD: to write a series of sentences using the suffix – ing from their own vocabulary bank.	
Summer 1				
Class Text	The Squirrels who Squabbled KG By Jim Field	Frockodile SL	Aliens Love Underpants KG By Claire Freedman and Ben Cort	
Suggested final written outcome	To write sentences using the conjunction and to create short narratives in sequence. GD: To be able to use and and because to join words and ideas.	I can write a series of sentences using plurals -s, -es to describe what the crocodile is wearing. GD: to write sentences using words ending in the suffix – es and - s from their own vocabulary bank to show plurals.	I can use the suffix 'er' to write sentences that describe underpants GD: to write sentences using words ending in the suffix – er from their own vocabulary bank.	
Summer 2				
Class Text	Billy Monster's Daymare	A Little Bit Brave KG By Nicola Kinnear	Zog By Julia Donaldson	
Suggested final written outcome	To use question marks and exclamation marks in a conversation between characters.	To write a letter using the prefix 'un' to describe how a character feels (unsure, unable, unafraid, unhappy, unsettled)	I can write a series of sentences to form a short narrative in sequence.	



Year 2 Writing Overview				
Autumn 1				
Class Text	Paddington by M.Bond		A walk in London by S. Rubbino	
Suggested final written outcome	Write a character description using adjectives for description.	Write a narrative in the past tense.	Write a non-chronological report using conjunctions to extend sentences.	
	GD: Write a character description using two adjectives for description which are separated by a comma.	GD: Write a past tense narrative in the third person using expanded noun phrases and time adverbials	GD : Write a non-chronological report using conjunctions and expanded noun phrases.	
Autumn 2				
Class Text	The owl who was afraid of the dark by J. Tomlinson	Vlad and the Great Fire of London by K. Cunningham		
Suggested final written outcome	Write a narrative using adverbs for description.	Write a diary using progressive verbs in the past tense.	Write an instructions text using command sentences.	
	GD outcome: Write a sequenced story using adverbs in different places to add description.	GD: Write a diary using progressive verbs in the past tense and sequencing adverbials.	GD: Write an instructions text using adverbs with the suffix ly.	
Spring 1				
Class Text	The Snow Dragon by V. French		Trip to Sculpture Park	
Suggested final written outcome	Write a setting description using expanded noun phrases.	Write a new ending for a story using a range sentence openers for effect.	Write a recount using time adverbials to sequence writing.	Write a recount using time adverbials to sequence writing.
	GD outcome: Write a setting description using expanded noun phrases with high level vocabulary and including adverbs.	GD Outcome: I can write a story ending in the third person including adverbs, past tense verbs and higher level vocabulary for expanded noun phrases.	GD end of unit outcome: Write a recount using time adverbials to sequence writing and conjunctions to extend sentences.	GD end of unit outcome: Write a recount using time adverbials to sequence writing and conjunctions to extend sentences.
Spring 2				
Class Text	The True Story of the 3 Little Pigs by J. Scieszka	Extra playtime theme	From Seed to Sunflower by G.Legg	
Suggested final written outcome	To write a sequenced narrative using exclamation sentences to add effect to writing.	Write a persuasive text using subordinating conjunctions to expand on sentences.	To write an explanation text using statement sentences.	
	GD end of unit outcome: To write a sequenced narrative in the first person using exclamation sentences for effect and accurate use or pronouns for clarity.	GD End of unit outcome: Write a persuasive text using subordinating conjunctions to expand sentences and be clear on pronouns for clarity.	GD Outcome: To write an explanation text using statement sentences and adjectives for detail.	
Summer 1				
Class Text	The Sound Collector	Lila and the secret of rain by D. Convey	Meerkat Mail by E. Gravett	
Suggested final written outcome	To write a simple structured poem using verbs to create effects of sound.	To write a coherent story with a middle, beginning and ending.	Write a post card using adjectives and adverbs for description.	
	GD Outcome: Write a simple structured poem using verbs to create effects of sounds and higher level vocabulary.	GD Outcome - <u>To write a coherent story with a beginning, middle and end</u> using the past progressive and adverbs for detail.	Greater Depth: To write a postcard using a wide variety of adjectives, adverbs and conjunctions.	
Summer 2				
Class Text	Extracts from The Twits By Roald Dahl	Dolphin Boy by M. Morpurgo	Florence Nightingale by M.I. Sanchez Vegara	
Suggested final written outcome	To write a character description using commas to split adjectives. GD Outcome: To write a character description using commas to split adjectives, exclamation marks and apostrophes.	To write a coherent story using a range of punctuation. GD outcome: To write a coherent story using a range of punctuation and higher level vocabulary.	To write a letter to a family member using a variety of conjunctions. GD outcome: To write a fact file using questions for subheadings and a adjectives for detail.	

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Year 3 Writing Overview			
Autumn 1			
Class Text	Stig of the Dump		Secrets of Stonehenge
Suggested final written outcome	To be able to write a descriptive narrative in the third person using descriptive features such as expanded noun phrases and effective openers with the audience in mind. GD Outcome: To be able to write a descriptive narrative in the third person using descriptive features such as expanded noun phrases (with determiner and two adjectives) and effective non repetitive openers with the audience in mind.	To write a poem using repetition, rhyme and onomatopoeia. To perform with the audience in mind. GD Outcome: To write and perform a poem using repetition, higher level rhyming words and onomatopoeia with expression.	To organise and use their own research to construct a report on Stonehenge using sentences extended with conjunctions and a variety of pronouns to replace the noun. Gd: to be able to choose by own subheadings to focus in on aspects of my choice.
Autumn 2			
Class Text	Stone Girl, Bone Girl	George’s Marvellous Medicine	
Suggested final written outcome	To sort information into chronological order and write a biography about the life of Mary Anning GD: to write a cohesive biography linking ideas together using time adverbials.	To write a single narrative which includes direct speech punctuated accurately. GD outcome: To write a single narrative which includes direct speech punctuated accurately to show the character’s personality.	To write a single narrative which includes direct speech punctuated accurately. GD outcome: To write a single narrative which includes direct speech punctuated accurately to show the character’s personality.
Spring 1			
Class Text	Egyptian Cinderella	Howard Carter Information (No set text)	Isis and Osiris
Suggested final written outcome	Write a first-person recount with a focus on emotive language and creating mood. GD Outcome: To write a first-person recount using emotive language and creating mood.	A descriptive narrative with a focus on using high level punctuation and vocabulary to have impact on the reader. GD Outcome: To write a descriptive narrative with a focus on openers, conjunctions and high-level vocabulary to create suspense.	To create a play script with the correct layout, stage directions and informal speech. GD: to be able to extend the dialogue by using varied conjunctions.
Spring 2			
Class Text	How to Train your Dragon		Based on the Great Sheffield Flood (No set text)
Suggested final written outcome	To write an action story including high level vocabulary a range of exciting verbs and dialogue to move the story on. GD outcome: To be able to write an action narrative using high level vocabulary, sentence openers and dialogue to move the story on.		To write a newspaper report on the Great Sheffield Flood including factual detail of who, what, where, why, when and how and to present this confidently. GD outcome: To be able to write a newspaper report on the Great Sheffield Flood, including factual details of who, what, where, why, when and how to include dialogue from eye witnesses.
Summer 1			
Class Text	Varjak Paw		Gregory Cool
Suggested final written outcome	Write argument using formal language, outlining points clearly and using information from the text		Write an informal letter in the first-person using time words and present perfect tense.
Summer 2			
Class Text	The Iron Man		
Suggested final written outcome	Write a descriptive narrative which includes similes and powerful verb choices to aid detailed description.		Draw upon knowledge of characters to write a newspaper article which includes key features and detailed descriptions.



Year 4 Writing Overview				
Autumn 1				
Class Text	Jabberwocky by Lewis Carrol	Escape from Pompeii by C. Balit	The Fire Maker’s Daughter by S. Khan	
Suggested final written outcome	To write a nonsense poem and perform it using actions, tone and expression. GD: To write a nonsense poem using high level root vocabulary and perform it confidently using actions, tone and expression.	To write a newspaper article using factual language and adverbials to help with chronology and cohesion. GD: To write a newspaper article using factual language, a range of sentence structure and adverbials to help with chronology and cohesion.	To use descriptive vocabulary in a narrative including a variety of high-level words and phrases. GD: To use high-level descriptive vocabulary and figurative language in a narrative.	
Autumn 2				
Class Text	Krindlekrax by P. Ridley			
Suggested final written outcome	To write a non-chronological report, extending ideas using subordinating conjunctions and complex sentence structures. GD: To write a non-chronological report, extending ideas using subordinating conjunctions, complex sentence structures and fronted adverbials.		To use imagery in a narrative to describe the characters and their movements. GD: To use a range of figurative imagery in a narrative to describe the characters and their movements in detail.	
Spring 1				
Class Text	The Boy who Grew Dragons By A. Shepherd			
Suggested final written outcome	To write a story using dialogue to convey characters’ thoughts and to move the narrative forward. GD: To write a story using figurative language and correctly punctuated, structured dialogue to convey characters’ thoughts and to move the narrative forward.		To write a newspaper article ensuring consistent paragraphing and the use of direct and indirect speech. GD: To write a detailed newspaper article ensuring consistent paragraphing and the use of correctly punctuated and structured direct and indirect speech.	
Spring 2				
Class Text	Why the Whales Came by M. Morpurgo			
Suggested final written outcome	To write a narrative using description and varied sentence structures to build tension. GD: To write a narrative using high-level description, figurative language and varied sentence structures to build tension.		To write the script for an informal podcast based on their knowledge of Anglo-Saxons. GD: To write the script for an informal podcast based on their knowledge of Anglo-Saxons using high-level, topical vocabulary and a range of sentence structure.	
Summer 1				
Class Text	Who Let the Gods Out? By Maz Evans			
Suggested final written outcome	To write a letter of complaint using cohesive conjunctions. (therefore, furthermore, moreover, in addition) GD: To write a letter of complaint using formal language and structure, cohesive conjunctions.		I write a rhyming couplet poem based on ‘The Witches’ Spell’ from Macbeth. GD: I write a rhyming couplet poem based on ‘The Witches’ Spell’ from Macbeth with high-level vocabulary.	
Summer 2				
Class Text	Who Let the Gods Out? By Maz Evans			
Suggested final written outcome	To write a myth (Ancient Greek) using varied sentence structure and dialogue. GD: To write a myth (Ancient Greek) using high-level vocabulary, varied sentence structure and correctly punctuated dialogue.	To write an emotive diary entry with examples of past and present progressive verb forms. GD: To write an emotive diary entry with high-level figurative language and the correct use of past and present progressive verb forms.	To write a biography about themselves using key grammatical and punctuation features. GD: To write a detailed biography about themselves using key grammatical, sentence structure and punctuation features.	



Year 5 Writing Overview					
Autumn 1					
Class Text	The Explorer C. Rundell				
Suggested final written outcome	I know how to write a poem using a range of figurative language.	I know how to write descriptive narrative using subordinating conjunctions to extend sentences.	I know how to construct an animal reports giving detail using relative clauses marked by parenthesis.	I know how to write a clear set of instructions which use modal verbs and subordinating conjunctions to extend ideas and add detail.	I know how to write a clear set of instructions which use modal verbs and subordinating conjunctions to extend ideas and add detail.
	GD: To write a poem based on their own fairy-tale using various figurative language example and perform with expression.	GD: To use newly learned high level vocabulary to create detailed descriptions when describing a scene.	GD: To write a non-chronological report on a chosen topic using high level, varied sentence structures which include parenthesis in varied forms.	GD: To be able write a detailed set of instructions and include further steps to provide the audience with expert knowledge	GD: To be able to write a narrative using high level characterisation and descriptions.
Autumn 2					
Class Text	Flotsam D. Wiesner A range of extracts (first 2 weeks)		The Last Bear – Hannah Gold Hansel and Gretel Narrative poem		
Suggested final written outcome	I know how to write an argument with varied sentence structures outlining points and using supporting evidence based on research.	I know how to write an argument with varied sentence structures outlining points and using supporting evidence based on research.	I know how to write a short descriptive story using complex sentences and high-level vocabulary.	I know how to write a narrative poem with rhythm and rhyme as key features.	
	GD: To be able to write a balanced argument outlining some evidence-based points, using active and passive voice interchangeable and persuading the audience through high level persuasive language.	GD: To be able to write a balanced argument outlining some evidence-based points, using active and passive voice interchangeable and persuading the audience through high level persuasive language.	GD: To be able to write a narrative using themes and ideas from their own reading ensuring the use of a range of descriptive elements and varied sentence structures.	To write a narrative poem based on known fairy tales using rhythm and rhyme.	
Spring 1					
Class Text	The Boy in the Girl’s Bathroom L. Sachar Alchemist’s Letter				
Suggested final written outcome	I know how to write a first-person recount with a focus on emotive language and creating mood	I know how to write a monologue which is emotionally charged and written in first person narrative.	I know how to include key features and more complex layout organisation for play scripts and extend sentences with add detail.	I know how to write a descriptive narrative with a focus on using high level punctuation and vocabulary to have impact on the reader.	
	GD: To be able to write a first-person recount using show don’t tell phrases to provoke emotion in the reader.	GD: To write a monologue which is emotionally charged and uses knowledge of the personality of characters they have read about.	GD: To be able to write a playscript adding detail to show the character’s actions and personality.	GD: To paint a picture in the reader’s mind using a variety of imagery when writing a descriptive narrative.	
Spring 2					
Class Text	The Highway Man A.Noyes				
Suggested final written outcome	I know how to write an extended narrative using action and dialogue to move the story on and include well developed characters.	I know how to write a newspaper article using formal language and direct and indirect speech	I know how to write a short poem thinking about characterisation linked to the Highwayman.		
	GD: To be able to write a cohesive long narrative using high level structures and vocabulary choices that sustain the engagement of the reader.	GD: To be able to use a variety of active and passive structures embedded into key features of the genre.	GD: To be able perform a poem with enthusiasm and expression to entertain an audience.		
Summer 1					
Class Text	Street Child B. Doherty				
Suggested final written outcome	I know how to write a narrative in 3 rd person with a clear build up using tension and excitement through careful choice of verbs, and sentence.	I know how to write a biography using subordinating conjunctions to create expanded sentence structures and passive sentences.			
	GD: I can create tension throughout a creatively written narrative to sustain the engagement of the audience.	GD: I can write a biography using extended and varied sentence structures using my choice of historical character from the Victorian era.			
Summer 2					



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Class Text	The Kid who came from Space – Ross Welford		
Suggested final written outcome	I know how to create a non-chronological report including manipulated high level sentence structures which include parenthesis.	I know how to write a newspaper report using direct and indirect speech which is well punctuated.	I know write a detailed explanation of how a machine works using time conjunctions and relative clauses to add detail.
	GD: I can choose my own topic to write a non-chronological report, using knowledge from previous learning, reading or experience.	GD: I can choose my own genre to create writing using our topic and use its key features to engage the reader.	GD: I can write a detailed explanation to describe a machine’s function with detail using a variety of creative sentence structures and purposeful vocabulary choices.



Year 6 Writing Overview			
Autumn 1			
Class Text	Boy in the stripped pyjamas By John Boyne		Remembrance Poetry
Suggested final written outcome	To be able to write a diary entry including emotive language and informality GDS: To be able to write a diary entry including emotive language and maintain the correct informality of the character throughout their writing.	To be able to write a narrative piece including adverbials and varied sentence structures to build tension GDS: To be able to write a narrative piece including adverbials and varied sentence structures to build tension drawing on other texts within their narrative.	To be able to write a simple poem read with tone, expression and includes effective vocab GDS: To be able to write a poem with coherent vocabulary choices and be able to perform with tone and expression.
Autumn 2			
Class Text	Skellig By David Almond		
Suggested final written outcome	To be able to write a narrative which creates tension through a variety of sentence structures and including embedded and relative clauses GDS: To be able to write a narrative which creates tension using carefully selected high level vocabulary and sentence structures to convey emotion onto the reader.	To be able to write a non-chronological report with examples of passive voice and extra information marked by parenthesis GDS: To be able to write a non-chronological report using passive voice and parenthesis to aid the reader (definitions, extra information, provide clarity)	To be able to write a newspaper report using complex sentence structures and direct/indirect speech accurately. GDS: To be able to write a newspaper report choosing appropriate sentence structures and distinguish between the language of speech and writing.
Spring 1			
Class Text	Modelled Text Examples	Grimm Tales By Philip Pullman	Modelled Text Examples
Suggested final written outcome	To be able to argue and persuade the audience including passive voice, modal verbs and formality to suit the form. GDS: To be able to select and maintain appropriate form and demonstrate conscious control over their formality.	To be able to write a Gothic Narrative using colons and , semi-colons correctly and ensuring cohesion across paragraphs. GDS: To be able to independently draw on models from their own reading to write a Gothic Narrative using colons and semi-colons correctly and maintain cohesion throughout.	To be able to use formal language, subordinating conjunctions and complex structures to write a letter of complaint. GDS: To be able to demonstrate conscious controls of formality within a letter and maintain throughout with accurate vocabulary choices and sentence structures.
Spring 2			
Class Text	The Boy at the Back of the class By Onjali Rauf	The Barnabus Project By Eric Fan	
Suggested final written outcome	To be able to write a diary including past perfect progressive verbs and informality. GDS: To distinguish between a character’s language of speech and writing consistently when writing a diary and include past perfect progressive verbs to show awareness of tense.	To be able to write a narrative including speech written correctly and colons, semi-colons and dashes GDS: To write a narrative drawing on own reading and accurately distinguish between language of speech and writing choosing the correct form and punctuation.	
Summer 1			
Class Text	Darwin’s Dragons By Lindsay Galvin		
Suggested final written outcome	To use high level vocabulary and figurative language to write a character description. GDS: To draw on own reading to structure a character description using high level vocabulary and figurative language.	To write a narrative which includes speech and dialogue to convey a character. GDS: To select and maintain appropriate vocabulary to distinguish between speech and writing in a narrative to convey character and story writing.	To write an autobiography selecting the correct formality and high-level vocabulary. GDS: To demonstrate control over the formality when writing an autobiography using high-level vocabulary.
Summer 2			
Class Text	Use Y6 production as stimulus	Own topic of interest	Use Y6 production as stimulus
Suggested final written outcome	To be able to write a play script using parenthesis to mark extra information. GDS: To use parenthesis to aid the understanding of a character in a playscript and maintaining consistent with language choices.	To be able to write a non-chronological report coherently and effectively for the audience through vocabulary choices and consistent punctuation. GDS: To be able to write a non-chronological report which demonstrates conscious controls over vocabulary and punctuation to ensure it is suitable for the audience.	To select the correct language and punctuation to demonstrate persuasive writing. GDS: To show an understanding of the audience through controlling the formality, grammatical and punctuation choices to persuade.



Writing Curriculum Knowledge and Skills Progression

Oracy Progression				
Class	Physical	Linguistic	Cognitive	Social and Emotional
Reception	To speak audibly so they can be heard and understood To use gestures to support meaning in play	To use talk in play to practice new vocabulary To join phrases with words such as 'if', 'because' 'so' 'could' 'but'	To use 'because' to develop their ideas To make relevant contributions and asks questions To describe events that have happened to them in detail	To look at someone who is speaking to them To take turns to speak when working in a group
1	To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground. To speak clearly and confidently in a range of contexts	To use vocabulary appropriate specific to the topic at hand. To take opportunities to try out new language, even if not always used correctly. To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...' To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally	To offer reasons for their opinions To recognise when they haven't understood something and asks a question to help with this. To disagree with someone else's opinion politely. To explain ideas and events in chronological order.	Listens to others and is willing to change their mind based on what they have heard To organise group discussions independently of an adult.
2	To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.	To adapt how they speak in different situations according to audience. To use sentence stems to signal when they are building on or challenging others' ideas.	To ask questions to find out more about a subject. To build on others' ideas in discussions. To make connections between what has been said and their own and others' experiences.	To start to develop an awareness of audience e.g. what might interest a certain group. To be aware of others who have not spoken and to invite them into discussion. Confident delivery of short pre-prepared material.
3	Deliberately varies tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story. Considers position and posture when addressing an audience.	To be able to use specialist language to describe their own and others' talk. To use specialist vocabulary. To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'	To offer opinions that aren't their own. To reflect on discussions and identify how to improve. To be able to summarise a discussion. To reach shared agreement in discussions.	To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience.
4	To consider movement when addressing an audience. To use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke.	To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. To ask probing questions. To reflect on their own oracy skills and identify areas of strength and areas to improve.	To use more natural and subtle prompts for turn taking. To be able to empathise with an audience. To consider the impact of their words on others when giving



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5	<p>To project their voice to large audience.</p> <p>For gestures to become increasingly natural.</p>	<p>To use an increasingly sophisticated range of sentence stems with fluency and accuracy.</p>	<p>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g. In a discussion about vegetarianism, rather than saying 'my mum is a vegetarian so eating meat is wrong' to be able to say 'lots of people don't eat meat because they believe killing animals is cruel'.</p> <p>To identify when a discussion is going off topic and to be able to bring it back on track.</p>	<p>Listening for extended periods of time.</p> <p>To speak with flair and passion.</p>
6	<p>To speak fluently in front of an audience.</p> <p>To have a stage presence.</p> <p>Consciously adapt tone, pace and volume of voice within a single situation.</p>	<p>To vary sentence structures and length for effect when speaking.</p> <p>To be comfortable using idiom and expressions</p>	<p>To construct a detailed argument or complex narrative.</p> <p>To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</p>	<p>To use humour effectively.</p> <p>To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.</p>



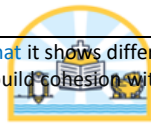
Dictation Progression			
	Autumn	Spring	Summer
EYFS	No dictated sentences – learning pencil grip and posture for writing.	Spring 1 – letter formation focus I know how to count the sounds in a word. Spring 2 I know how to count the sounds in a word. I know how to write the sounds of a word in order.	<i>In line with individual children's phonics knowledge:</i> I know how to write simple phrases I know how to use a capital letter at the start of sentences. I know where to use a full stop. I know how to use a finger space to space letters in a phrase. I know how to write a red word (RWI) in a phrase.
Year 1	<i>Dictated sentences will be differentiated to meet the needs of each pupil.</i> I know how to count words in a simple sentence. I know how to write simple phrases I know how to use a capital letter at the start of sentences. I know where to use a full stop. I know how to use a finger space to space letters in a phrase. I know how to write a sentence with Year 1 common exception words.	I know how to count words in a simple sentence. I know how to write a sentence with a verb. I know how to write a sentence with an adjective. I know how to write a verb with an -ed ending. I know how to write a sentence with Year 1 common exception words. I know how to use a capital letter at the start of sentences. I know where to use a full stop. I know how to use a finger space to space letters in a phrase. I know how to write a sentence with Year 1 common exception words.	I know how to count words in a sentence. I know how to use a capital letter at the start of sentences. I know where to use a full stop. I know how to use a finger space to space letters in a sentence. I know how to write a conjunction to form a compound sentence. I know how to punctuate a sentence with an exclamation mark. I know how to punctuate a sentence with a question mark. I know how to write a sentence with Year 1 common exception words.
Year 2	I know how to count words in a sentence. I know how to use a capital letter at the start of sentences. I know where to use a full stop. I know how to use a finger space to space letters in a sentence. I know how to punctuate a sentence with an exclamation mark. I know how to punctuate a sentence with a question mark. I know how to write Y2 CE words in a sentence. I know how to spell the Y2 spellings correctly in a sentence.	I know how to count words in a sentence. I know how to use a capital letter at the start of sentences. I know where to use a full stop. I know how to use a finger space to space letters in a sentence. I know how to write Y2 CE words in a sentence. I know how to write a proper noun with a capital letter. I know how to spell the Y2 spellings correctly in a sentence.	I know how to count words in a sentence. I know how to use a capital letter at the start of sentences. I know where to use a full stop. I know how to use a finger space to space letters in a sentence. I know how to write Y2 CE words in a sentence. I know how to punctuate a list using commas. I know how to punctuate using apostrophes for possession. I know how to spell the Y2 spellings correctly in a sentence.
Year 3	I know how to count words in a sentence. I know how to use a capital letter at the start of sentences. I know where to use a full stop. I know how to use a finger space to space letters in a sentence. I know how to write Y3 statutory spelling words in a sentence. I know how to spell the Y3 spelling rules correctly in a sentence. I know how to punctate direct speech using inverted commas in a sentence.	I know how to count words in a sentence. I know how to use a capital letter at the start of sentences. I know where to use a full stop. I know how to use a finger space to space letters in a sentence. I know how to write Y3 statutory spelling words in a sentence. I know how to spell the Y3 spelling rules correctly in a sentence. I know how to punctuate using apostrophes for possession. I know how to punctuate using apostrophes for plural possession.	I know how to count words in a sentence. I know how to use a capital letter at the start of sentences. I know where to use a full stop. I know how to use a finger space to space letters in a sentence. I know how to write Y3 statutory spelling words in a sentence. I know how to spell the Y3 spelling rules correctly in a sentence. I know how to use commas to mark clauses. I know how to use commas to mark phrases.
Year 4	I know how to count words in a sentence. I know how to use a capital letter at the start of sentences. I know where to use a full stop. I know how to use a finger space to space letters in a sentence. I know how to write Y4 statutory spelling words in a sentence. I know how to spell the Y4 spelling rules correctly in a sentence. I know how to use a variety of punctuation	I know how to count words in a sentence. I know how to use a capital letter at the start of sentences. I know where to use a full stop. I know how to use a finger space to space letters in a sentence. I know how to write Y4 statutory spelling words in a sentence. I know how to spell the Y4 spelling rules correctly in a sentence. I know how to punctate direct speech using inverted commas in a sentence. I know how to use a comma after the reporting clause when using direct speech. I know how to use a variety of punctuation I know how to use an apostrophe for omission in words.	I know how to count words in a sentence. I know how to use a capital letter at the start of sentences. I know where to use a full stop. I know how to use a finger space to space letters in a sentence. I know how to write Y4 statutory spelling words in a sentence. I know how to spell the Y4 spelling rules correctly in a sentence. I know how to punctate direct speech using inverted commas in a sentence. I know how to use a comma to mark the reporting clause when using direct speech. I know how to use capital letters inside the speech mark. I know how to use a full stop to end speech, inside the speech mark. I know how to use commas to mark a fronted adverbial. I know how to use a variety of punctuation

Year 5	<p>I know how to count words in a sentence.</p> <p>I know how to use a capital letter at the start of sentences.</p> <p>I know where to use a full stop.</p> <p>I know how to use a finger space to space letters in a sentence.</p> <p>I know how to write Y5 statutory spelling words in a sentence.</p> <p>I know how to spell the Y5 spelling rules correctly in a sentence.</p> <p>I know how to use commas to avoid ambiguity and clarify meaning.</p> <p>I know how to use a semi-colon to mark independent clauses.</p>	<p>I know how to count words in a sentence.</p> <p>I know how to use a capital letter at the start of sentences.</p> <p>I know where to use a full stop.</p> <p>I know how to use a finger space to space letters in a sentence.</p> <p>I know how to write Y5 statutory spelling words in a sentence.</p> <p>I know how to spell the Y5 spelling rules correctly in a sentence.</p> <p>I know how to punctuate a list using a colon.</p> <p>I know how to punctate direct speech using inverted commas in a sentence.</p> <p>I know how to use a comma to mark the reporting clause when using direct speech.</p> <p>I know how to use capital letters inside the speech mark.</p> <p>I know how to use a full stop to end speech, inside the speech mark.</p>	<p>I know how to count words in a sentence.</p> <p>I know how to use a capital letter at the start of sentences.</p> <p>I know where to use a full stop.</p> <p>I know how to use a finger space to space letters in a sentence.</p> <p>I know how to write Y5 statutory spelling words in a sentence.</p> <p>I know how to spell the Y5 spelling rules correctly in a sentence.</p> <p>I know how to parenthesis (brackets, dashes and commas) to mark relative/embedded clauses.</p>
Year 6	<p>I know how to count words in a sentence.</p> <p>I know how to use a capital letter at the start of sentences.</p> <p>I know where to use a full stop.</p> <p>I know how to use a finger space to space letters in a sentence.</p> <p>I know how to write Y6 statutory spelling words in a sentence.</p> <p>I know how to spell the Y6 spelling rules correctly in a sentence.</p> <p>I know how to use commas to avoid ambiguity and clarify meaning.</p> <p>I know how to use commas to mark clauses in a sentence.</p> <p>I know how to parenthesis (brackets, dashes and commas) to mark relative/embedded clauses.</p> <p>I know how to use bullet points to list information.</p> <p>I know how to use a variety of punctuation (! , ?)</p> <p>I know how to punctate direct speech using inverted commas in a sentence.</p> <p>I know how to use a comma to mark the reporting clause when using direct speech.</p> <p>I know how to use capital letters inside the speech mark.</p> <p>I know how to use a full stop to end speech, inside the speech mark.</p>	<p>I know how to count words in a sentence.</p> <p>I know how to use a capital letter at the start of sentences.</p> <p>I know where to use a full stop.</p> <p>I know how to use a finger space to space letters in a sentence.</p> <p>I know how to write Y6 statutory spelling words in a sentence.</p> <p>I know how to spell the Y6 spelling rules correctly in a sentence.</p> <p>I know how to use a colon to introduce list.</p> <p>I know how to use a semi-colon in a list.</p> <p>I know how to punctate direct speech using inverted commas in a sentence.</p> <p>I know how to use a comma to mark the reporting clause when using direct speech.</p> <p>I know how to use capital letters inside the speech mark.</p> <p>I know how to use a full stop to end speech, inside the speech mark.</p> <p>I know how to use a variety of punctuation (! , ? .)</p> <p>I know how to use hyphens to avoid ambiguity.</p>	<p>I know how to count words in a sentence.</p> <p>I know how to use a capital letter at the start of sentences.</p> <p>I know where to use a full stop.</p> <p>I know how to use a finger space to space letters in a sentence.</p> <p>I know how to write Y6 statutory spelling words in a sentence.</p> <p>I know how to spell the Y6 spelling rules correctly in a sentence.</p> <p>I know how to punctate direct speech using inverted commas in a sentence.</p> <p>I know how to use a comma to mark the reporting clause when using direct speech.</p> <p>I know how to use capital letters inside the speech mark.</p> <p>I know how to use a full stop to end speech, inside the speech mark.</p> <p>I know how to use a variety of punctuation (! , ? .)</p> <p>I know how to use a semi-colon to mark boundaries between clauses.</p> <p>I know how to use a colon to mark boundaries between clauses.</p> <p>I know how to use a dash to mark boundaries between clauses.</p>



Composition Progression			
EYFS			
	Autumn	Spring	Summer
Communicating	3-4 years <i>I know</i> how to use my letter knowledge <i>so that</i> I can say an initial sound of a word.	Reception <i>I know</i> how to use my letter knowledge <i>so that</i> I can say the initial and end sound of a word. <i>I know</i> how to describe events in some detail <i>so that</i> I can engage the listener.	ELG <i>I know</i> that I need to think about what I want to say and the words I need <i>so that</i> I can compose individual sentences orally and then write them down.
Purpose and Audience	<i>I know</i> how to use my letter knowledge <i>so that</i> I can write an initial sound of a word.	<i>I know</i> how to put words together <i>so that</i> I can form short sentences using capital letters and a full stop.	<i>I know</i> how to write simple phrases and sentence so that they can be read by others.
Planning and editing	<i>I know</i> how to reread some of my work <i>so that</i> I can share it with others.	<i>I know</i> how to reread my work <i>so that</i> I know that it makes sense.	<i>I know</i> how to reread my work <i>so that</i> I know it makes sense and share it with others.
Year 1			
Communication	<i>I know</i> how to say a sentence out loud <i>so that</i> I can write it down. (Hold a sentence) <i>I know</i> how to use sequence sentences orally <i>so that</i> I can recount an event / experience.	<i>I know</i> how to read my own writing aloud <i>so that</i> it can be heard by others <i>I know</i> how to plan my writing by saying it first <i>so that</i> I know what I am going to write about. (Building a sentence)	<i>I know</i> how to read my own writing aloud with increased fluency <i>so that</i> it can be heard by others.
Purpose and Audience	<i>I know</i> how to write 2-4 sentences using ideas from the teacher’s modelling <i>so that</i> I can show my knowledge about a given topic/theme.	<i>I know</i> how to write 2-4 sentences with increasing independence and my own ideas <i>so that</i> I can show my knowledge about a given topic/theme. <i>I know</i> how to use sequence sentences in chronological order <i>so that</i> I can recount an event / experience.	<i>I know</i> how to write 2-6 sentences with increasing independence <i>so that</i> I can share my own ideas. <i>I know</i> how to sequence sentences <i>so that</i> I can form short narratives (beginning, middle, end)
Planning and Editing	<i>I know</i> how to reread my work <i>so that</i> I know it makes sense and share it with others.	<i>I know</i> how to reread my work <i>so that</i> I can make some simple improvements, (missing punctuation, better adjective)	<i>I know</i> how to share and discuss my writing with my peers and teachers.
Year 2			
Communication	<i>I know</i> how to recall simple dictated sentences <i>so that</i> I can write from memory. <i>I know</i> how to encapsulate what I want to say <i>so that</i> I can break them down sentence by sentence	<i>I know</i> how to discuss my writing <i>so that</i> I have a clear plan and idea (oral rehearsal of what they want to say, sentence by sentence)	<i>I know</i> how to read out loud my writing <i>so that</i> I can check I have included all my ideas. <i>I know</i> how to read aloud what I have written with appropriate intonation <i>so that</i> I can make the meaning clear.
Purpose and Audience	<i>I know</i> how to write for some purposes <i>so that</i> I can develop stamina and independence for writing. <i>I know</i> how to write down some ideas and key words including new vocabulary <i>so that</i> I can begin using them for impact.	<i>I know</i> how to write for different purposes <i>so that</i> I can develop stamina for writing (Real and fictional / own and others’ experiences – including simple narratives, poems and recounts)	<i>I know</i> how to write for many different purposes and structure my work using some key features <i>so that</i> it matches the genre.
Planning and Editing	<i>I know</i> how to reread my work to others and myself <i>so that</i> I can check it makes sense and make simple additions or revisions. <i>I know</i> how to proofread my writing to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	<i>I know</i> how to evaluate my writing independently, with peers and with their teacher <i>so that</i> I can make simple additions and corrections. (Re-reading is used to check for sense: verbs used correctly) <i>I know</i> how to read aloud what I have written with appropriate intonation to make the meaning clear	<i>I know</i> how to proof read my work <i>so that</i> I can make changes to any errors in spelling, grammar and punctuation. <i>I know</i> how to makes changes, sometimes independently and sometimes in discussion with an adult <i>so that</i> I can improve the effect and impact of my writing. <i>I know</i> how to evaluate my writing with the teacher and other pupils <i>so that</i> I can reread to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

Year 3			
Communication	I know how to compose and rehearse sentences orally and build an increasing range of sentence structures progressively building a varied and rich vocabulary.	I know how to plan my writing by discussing writing that is similar to which I want to write so that I can learn from its structure, vocabulary and grammar. I know how to discuss writing similar to that which I am planning to write in	I know how to discuss my ideas so that I can record them with increasing accuracy. I know how to read aloud my own writing, to a group or the whole class, using appropriate intonation and beginning to control the tone and volume so that the meaning is clear.
Purpose and Audience	I know how to write a non-narrative using simple organisational devices such as headings and sub-headings. I know how to create characters and settings so that I can engage the reader.	I know how to take account of purpose and audience so that I can discuss different models of writing. I know how to develop resolutions and endings so that I have a clear conclusion to my writing.	I know how to begin to organise paragraphs so that I can write with an intended theme. (Supported by planning then moving to independence) I know how to identify structure, grammatical features and use of vocabulary so that it impacts my writing.
Planning and Editing	I know how to proof read my work so that I can make changes to any errors in spelling, grammar and punctuation with some accuracy. I know how to makes changes, in discussion with an adult so that I can improve the effect and impact of my writing	I know how to assess my writing with peers and through own self-assessment so that I can suggest improvements to my and others’ writing. I know how to discuss and record ideas so that I can plan my writing.	I know how to make improvements by proposing changes to grammar and vocabulary so that I am able to improve consistency. I am beginning to know how to assess the effectiveness of my and others’ writing so that I can suggest improvements independently.
Year 4			
Communication	I know how to compose and rehearse sentences orally and build an increasing range of sentence structures and varied rich vocabulary. I know how to plan my writing by discussing writing that is similar to which I want to write so that I can learn from its structure, vocabulary and grammar.	I know how to discuss my ideas and listen to other’s suggestions so that I can record them with accuracy. I know how to discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar	I know how to read aloud my own writing, to a group or the whole class, using appropriate intonation and control the tone and volume so that the meaning is clear.
Purpose and Audience	I know how to organise my narrative writing into clear sequences so that it has a more advanced beginning, middle and end. I know how to write a non-narrative using simple organisational devices such as headings and sub-headings. I know how to organise my writing in paragraphs with accuracy around themes so that I can increase clarity. I know how to write a narrative with a clear structure, setting, and characters and plot so that I can form a cohesive piece of work.	I know how to write a narrative with a clear structure, setting, and characters and plot so that I can form a cohesive piece of work. I know to include key vocabulary and grammar choices that link to the style of writing. I know how to develop an ending so that I can close my narrative appropriately relating to the beginning or a change in a character.	I know how to compose sentences using a wider range of structures linked to the grammar objectives so that I write with purposeful and clear sentences. I know how to begin to open paragraphs with topic sentences and organise them around a theme so that I catch the reader’s attention.
Planning and Editing	I know how to proof read my work so that I can make changes to any errors in spelling, grammar and punctuation with accuracy. I know how to discuss and record ideas so that I can plan my writing.	I know how to assess my writing with peers and through own self-assessment so that I can suggest improvements to my and others’ writing. I know how to assess the effectiveness of my and others’ writing so that I can suggest improvements independently	I know how to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences so that I can improve the effect and impact of my writing..
Year 5			
Communication	I know how to explain how my vocabulary choices enhance meaning so that I engage the reader.	I know how to rehearse my writing and then perform it to a group or class using intonation, tone, fluency and control. (monologues) so that I can entertain. I know how to use an increasingly sophisticated range of sentence stems with fluency and accuracy so that I can keep the audience’s attention.	I know how to draw upon knowledge of the world to support my own point of view and explore different perspectives so that I am able to use these ideas in my writing.
Purpose and Audience	I know how to write for a range of audiences’ purposes so that my writing informs, entertains or persuades.	I know how to use adverbs and adverbials for time so that I can link ideas within paragraphs clearly. I know how to use well-chosen adjectives, verbs and adverbs and add well-chosen detail to interest the reader so that I can engage the reader.	I know how to use models from my own reading so that I can integrate ideas into my writing. I know how to manage shifts in time and place effectively so that I can guide the reader through the text.



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LEARNING TOGETHER
IN FAITH & JOY

	<p>I know how to organise my writing into paragraphs so that it shows different information or events using a wide range of devices to build cohesion within and across paragraphs.</p> <p>I know how to select appropriate grammar and vocabulary, so that I can change and enhance meaning.</p>	<p>I know how to write at length with independence.</p> <p>I know how to use further organisational and presentational devices so that I can structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>In narratives, I know how to describe settings, characters and atmosphere and integrate some dialogue so that I can convey character and begin to advance the action</p>
Planning and Editing	<p>I know how to evaluate and edit by assessing the effectiveness of my own writing and with some guidance other's writing so that I can make improvements.</p> <p>I know how to proof read my work for spelling and punctuation errors so I can improve my writing.</p>	<p>I know how to use consistent and correct tense throughout my writing so that it makes sense and is clear.</p> <p>I know how to ensure there is clear subject and verb agreement when using singular and plural so that my writing is clear.</p> <p>I know how to propose changes to vocabulary, grammar and punctuation so that it enhances their effect and clarify meaning.</p>	<p>In writing narratives, I know how authors have developed characters and settings in what I have read, listened to or seen performed so I can use some of these ideas in my own work.</p> <p>I know how to identify the audience for the purpose of the writing and select selecting the appropriate form.</p> <p>I am beginning to know how to develop initial ideas, drawing on reading and research where necessary so that I can make links.</p> <p>I know how to assess of my own and others' writing and so that I can give suggestions of improvements.</p>
Year 6			
Communication	<p>I know how to vary sentence structures and length for effect when speaking and can speak fluently in front of an audience.</p> <p>I know how to consciously adapt tone, pace and volume of voice within a single situation so that I can entertain or persuade.</p>	<p>I know how to perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>I know how to spontaneously respond to increasingly complex questions, citing evidence where appropriate so that I can engage in more mature conversations.</p>
Purpose and Audience	<p>I know how to use a thesaurus to develop word understanding so that I can build a bank of antonyms and synonyms to use in my writing effectively.</p> <p>I know how to use paragraphs correctly so that I can signal a clear topic, change in time, place or event.</p> <p>I know how to use a wide range of devices to build cohesion within and across paragraphs so that my ideas link.</p> <p>I know how to use further organisational and presentational devices to structure text so that I can guide the reader [for example, headings, bullet points, underlining]</p>	<p>I know how to adopt the grammar and vocabulary used in writing so that it suits the audience and purpose for my writing.</p> <p>In narratives, I know how to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action so that I can engage the reader.</p> <p>I know how to identify the audience and purpose of writing, selecting the appropriate form and using similar writing as models for my own so that I can integrate new ideas in to my writing.</p>	<p>I know how to select appropriate grammar and vocabulary so that I can show understanding how such choices can change and enhance meaning</p> <p>I know how to precise longer passages.</p> <p>I know how to develop initial ideas, drawing on reading and research where necessary so that I can link ideas together.</p> <p>In writing narratives, I know to consider how authors have developed characters and settings in what I have read, listened to or seen performed so that I can draw from these for my own writing.</p>
Planning and Editing	<p>I know how to evaluate and edit by assessing the effectiveness of my own and others' writing so that I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I know how to ensure the consistent and correct use of tense throughout a piece of writing so that it makes sense.</p> <p>I know how to proof-read for spelling and punctuation errors so that I ensure my writing is presented at its best.</p>	<p>I know how to ensure there is clear subject and verb agreement when using singular and plural distinguishing between the language of speech and writing so I can choose the appropriate register.</p> <p>I know why writing is evaluated and how proof reading ensures a high level of accuracy so that I always ensure my final piece of high quality.</p>	<p>I know how to edit my work effectively and independently to create second drafts which show evaluative and reflective thinking so that my changes have an impact on the reader.</p>

Grammar, Vocabulary, Punctuation Progression

EYFS			
	Autumn	Spring	Summer
Grammar	3-4 years I am beginning to know how to use irregular tenses correctly orally. (May continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.)	Reception I know some connectives so that I can connect one idea or action to another as I share my thoughts.	ELG I know how to share my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher so that I can express my ideas and feelings.
Punctuation	I know that a capital letter starts my name so that I can begin to write it.	I know how to write short sentences with words with known sound-letter correspondences using a capital letter and a full stop so that I can share my ideas with others.	I know how to use a capital letter to start a sentence and end it with a full stop so that I punctuate my sentence correctly.
Vocabulary	I know a wide range of vocabulary so that I can use them with accuracy. I know how to use grammatical sentences with some accuracy so that I can engage in extended conversation. I know how use longer sentences of four – six words so that I can link ideas together verbally.	I know some new vocabulary so that I can use them through the and improve my word bank. I know how to speak in well- formed sentences so that I can articulate my ideas clearly. I know some new vocabulary and phrases from stories so that I can use them in different contexts.	I know some new knowledge and vocabulary from selected non-fiction so that I can develop familiarity with the new words and use them. I know how to use recently introduced vocabulary so that I can offer my own ideas in class or in small groups or to offer explanations for why things might happen.
Year 1			
Grammar	I know that I can use the personal pronoun ‘I’ so that I can write in the first person. I know how words can combine to make sentences so that I can begin writing them. I know the coordinating conjunction ‘and’ so that I can join words within a sentence.	I know what describing words are so that I can use them to add detail to sentences. (uses word banks to support this.) I know how to sequence some sentences so that I can form short narratives	I know that there is more than one conjunction so that I can attempt to use more than one. GD I know how to use grammatical terminology ‘letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark’ when discussing my writing.
Punctuation	I know how to use finger spaces so that I can put words together to form a sentence. I know what capital letters look like so that I can use them for the start of a sentence. I know how to use a full stop correctly so that I can mark the end of a sentence.	I know that capital letters are used for the names of people, places and days of the week so that I can use them accurately throughout my writing. I know that there is a variety of punctuation to mark to end a sentence so that I can begin to use exclamation and question marks I know that capital letters are used for names and for the personal pronoun I so that I can begin using them with more consistency.	.
Vocabulary	I know how to use topic vocabulary and newly learned vocabulary in my dictated sentences so that I can show my understanding of them.	I know that to describe a characters’ movement, I will use a verb. (uses word banks to support this.)	I know how to choose words with some impact on the reader so that I can begin to describe.
Year 2			
Grammar	I know co-ordination (using or, and, but) so that I can extend my sentences. I know what adjectives and nouns are so that I can use them to add detail. I know what noun phrases are so that I can use them to describe, expand and specify I know how to use adverbs so that I can add detail to my verbs I know how to use time adverbials so that I can show when my events happen.	I know that sentences have different forms: statements, questions, exclamations and commands so that I can use a variety of sentences throughout my writing. I know a range of subordinating conjunctions so that I can extend my sentences. (<i>when, if, that or because</i>).	I know how to change verbs into the past tense so that I can write a sequenced story in the past. I know my tenses so that I can use past and present tenses correctly and consistently including the progressive form.



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	<p>I know how to use imperative verbs so that I can write instructions.</p> <p>I know what the third person is so that I can write my story from a different point of view.</p> <p>I know what adjectives and adverbs are so that I can use them to add detail.</p>		
Punctuation	<p>I know what commas are so that I can use them to separate items in a list.</p> <p>I know that apostrophes can show omission so that I can use them accurately to contracted forms</p>	<p>I know how to use contractions so that I can use them in my writing.</p> <p>I know that some sentences need an exclamation mark or a question mark so that I can use these accurately to demarcate sentences.</p>	
Vocabulary	<p>I know how to choose vocabulary that matches our topics so that I can begin using them in my writing.</p>	<p>I know how to use vocabulary we learned and brainstormed in lessons so that I can have impact on the reader.</p> <p>I know that word choices are sometimes ambitious with specific or technical vocabulary used in non-narrative writing so that I can make well-thought-out choices.</p>	<p>I know how to use grammatical terminology ‘noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma’ so that I can discuss my writing.</p> <p>I know which words rhyme so I can use them in my poem.</p>
Year 3			
Grammar	<p>I know that sentences can have more than one clause so that I can add a wider range of conjunctions in my writing.</p> <p>I know what a verb is so that I can choose powerful verbs in my writing.</p> <p>I know what a noun phrase is so that I can include them in my writing to describe.</p>	<p>I know what a perfect form of verbs so that I can use it instead of the simple past.</p> <p>I know the purpose of adverbs so that I can use it effectively in my writing.</p> <p>I know how to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>I know what subordinating conjunctions are so I can use a range of them in my writing.</p>	<p>I know that conjunction, adverbs and prepositions are used to express time and cause so that I can use them with effect.</p> <p>I know how to use time adverbs so that I can express time, manner and place.</p>
Punctuation	<p>I know what inverted commas are so that I can begin using them for some direct speech punctuation.</p>	<p>I know how to punctuate speech with inverted commas, capital letters and punctuation so that I can include these in my writing with accuracy.</p>	<p>I know how to use a variety of punctuation marks so that I can use a variety of sentence structures (command, question, exclamations, statement)</p>
Vocabulary	<p>I know that I can up level words so that they are more adventurous so that they have a greater impact on the reader</p>	<p>I know that word choices should be adventurous and carefully selected so that they add detail to engage the reader.</p>	<p>I am beginning to know why my word choices need to fit the theme or topic I am writing about so that it makes sense.</p> <p>I know how to use grammatical terminology when discussing my writing ‘ preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)</p>
Year 4			
Grammar	<p>I know a wider range of conjunctions, such as, although, however, despite, as well as so that I can use them to connect ideas together.</p> <p>I know expanded noun phrases so that I can add detail to my writing.</p> <p>I know that sentences are often opened in different ways so that they can create effects.</p> <p>I know how to use the present perfect form of verbs in contrast to the past tense</p> <p>I know different fronted adverbials (<i>of place, time and manner</i>) so that I can use them to vary my sentence openers and include the use of a comma.</p> <p>I know what that a/an/the are determiners so I can use them before a noun.</p>	<p>I know what nouns or pronouns are so that I can use them within and across sentences to support cohesion and avoid repetition.</p> <p>I know that sentences can have more than one clause so that I can use a range of sentences with more than one clause-through use of conjunctions.</p> <p>I know how to use a range of phrases including adjective/noun/prepositional so that I can add more detail to my sentences.</p>	<p>I know how to use tenses, coordination and subordinating conjunctions so that I can build cohesion within paragraphs.</p> <p>I know how to use standard English for verb inflections-instead of spoken forms so that I can</p> <p>I know adverbs and prepositions so that I can express time, place and cause. write with accuracy.</p>



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I know that apostrophes can be used to indicate omission and possession so that I can use these accurately in my writing.

Punctuation	<p>I know a variety of punctuation so that I can demarcated my sentences accurately.</p> <p>I know how to use apostrophes so that I can show singular and plural possession.</p>	<p>I know how to use punctuation in speech so that I can mark direct speech and - include a comma after the reporting clause.</p> <p>I know that apostrophes can be used to indicate omission and possession so that I can use these accurately in my writing.</p>	<p>I know how to use inverted commas and other punctuation so that I can indicate direct speech.</p>
Vocabulary	<p>I know why my word choices need to fit the theme or topic I am writing about so that it makes sense.</p>	<p>I am beginning to know how to make improvements to my writing by proposing changes to grammar and vocabulary so that I can improve consistency. (e.g. accurate use of pronouns in sentences)</p>	<p>I know how to make improvements to my writing by proposing changes to grammar and vocabulary with more confidence so that I can improve consistency.</p> <p>I know how to use grammatical terminology when discussing my writing 'determiner pronoun, possessive pronoun adverbial'</p>
Year 5			
Grammar	<p>I know a wide range of conjunctions- co-ordinating and subordinating – so that I can connect my ideas to enhance my writing.</p> <p>I know examples of figurative language so that I can use stylistic devices to create effects in writing.</p> <p>I know how to use expanded noun phrases so that I can convey complicated information concisely</p> <p>I know how to use a range of adverbials so that I can add detail to my writing.</p>	<p>I know what modal verbs are so that I can use them alongside adverbs to indicate degrees of possibility.</p> <p>I know different tenses so that I can ensure their correct and consistent use throughout a piece of writing.</p> <p>I know that sentences start in different ways so that I can engage the reader and add variety.</p> <p>I know what a modal verb is so that I can use them in my writing to show the possibility or certainty of something happening.</p>	<p>I know that relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun so that I can add extra information to my sentences.</p> <p>I know that relative clauses add extra detail to my sentences and are an example of subordinating clauses.</p> <p>I know a range of cohesive devices so that I can ensure clear cohesion throughout my writing.</p>
Punctuation	<p>I know what a semi colon is so that I can use it with effect.</p>	<p>I know what a colon is so that I can use it to introduce a list.</p> <p>I know that commas can have a variety of uses so that I can use them to clarify meaning or avoid ambiguity in writing</p> <p>I know the difference between direct and indirect speech so I can use them interchangeably in my writing.</p> <p>I know the difference between passive and active voice and begin using passive verbs.</p>	<p>I know that brackets, dashes or commas indicate parenthesis so that I can use them to mark relative or embedded clauses.</p>
Vocabulary	<p>I know how to use a thesaurus so that I can use alternate word choices.</p> <p>I know what synonyms and antonyms are so that I can make better word choices in my writing.</p>	<p>I know that vocabulary, grammar and punctuation enhance effects and clarify meaning so that I can make changes in my writing.</p>	<p>I know how to choose words for deliberate effect so that I can use them thoughtfully and with precision.</p> <p>I know how to use grammatical terminology to discuss my writing - modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>
Year 6			
Grammar	<p>I know my tenses so that I can use the correct tense throughout a piece of writing.</p> <p>I know how to use the perfect form of verbs so that I can mark relationships of time and cause</p> <p>I know how to ensure correct subject verb agreement in singular and plural so that I am using Standard English.</p> <p>I know how to structure speech so that I can move the action on using dialogue.</p> <p>I know how to effectively draft my work so that I enhance meaning and adapt my grammar choices for effect.</p> <p>I know that relative clauses beginning with a relative pronoun or an implied relative pronoun so that I can add extra information.</p>	<p>I know how to use a range of cohesive devices, including adverbials, within and across sentences and paragraphs so that I can ensure clarity and coherency in my writing.</p> <p>I know a wide range of clause structures so that I can sometimes vary their position within the sentence.</p> <p>I know the difference between structures typical of informal speech and structures appropriate for formal speech and writing so that I can make informed choices when to use them.</p> <p>I know the difference between active and passive voice so that I can present information with a different emphasis.</p> <p>I know how to use a variety of layout devices so that they match the genre I am writing in and my audience is able to navigate my writing.</p>	<p>I know different verb forms so that I can create more subtle meaning.</p> <p>[for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]</p>



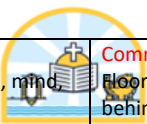
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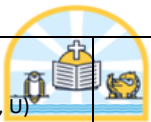





		<p>I know what noun phrases, prepositional phrases and adverbs are so that I can add precision, detail and qualification and convey more complicated information concisely.</p> <p>I know a range of modal verbs and adverbs so that I can indicate degrees of possibility, probability and certainty.</p>	
Punctuation	<p>I know I can use commas so that I correctly mark phrases and clauses for clarity and avoid ambiguity.</p> <p>I know how to use punctuation for parenthesis so that I can mark relative clauses and embedded clauses.</p> <p>I know how to use bullet points so that I can list information</p>	<p>I know a variety of high-level punctuation so that I can use them across a range of writing effectively.</p> <p>I know how to use a colon and as semi colon so that I can introduce a list and use in a list.</p> <p>I know how hyphens can be used so that I can avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>	<p>I know how to use of the semi-colon, colon and dash so that I can mark the boundary between independent clauses with independence and confidence.</p>
Vocabulary	<p>I know words are related by meaning as synonyms and antonyms</p> <p>I know how to identify and use passive sentences so that I can begin using them to affect the information in a sentence.</p>	<p>I know the difference between vocabulary typical of informal speech and vocabulary so that I can make appropriate choices for formal speech and writing.</p>	<p>I know that my vocabulary choices are imaginative so that I can use words precisely and appropriately to create impact and enhance meaning.</p> <p>I know how to discuss using my writing with known grammatical terminology - subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>

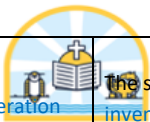
Transcription Progression			
EYFS			
	Autumn	Spring	Summer
Spelling	<p>Read Write Inc Phonics</p> <p>Write all set 1 single letter sounds (25 sounds)</p>	<p>Common exception words</p> <p>I, of, my, to, the, no, put, for, he</p> <p>Read Write Inc Phonics</p> <p>Write all set 1 single letter sounds (31 sounds including special friends)</p>	<p>Common exception words</p> <p>the, your, said, you, my, I, he, are, of, no</p> <p>Read Write Inc Phonics</p> <p>Write 41 sounds (first 6 Set 2 sounds)</p>
Handwriting	<p>I know how to pick up a pencil using the 3 friends hold (tri-pod grip)</p> <p>I know how to control equipment using the 3 friends hold. (Tweezers, pipettes, paint brushes, felt tips)</p> <p>I know how to form letters in the jumper family (h, n, m, r, b, p)</p> <p>I know how to join letters in the abracadabra family (c, o, a, d, g, s)</p>	<p>I know how to form letters in the window cleaner family (l, t, i, u)</p> <p>I know how to form letters in the squirter family (e)</p> <p>I know how to form letters in the fisher family (j, y, f, g)</p> <p>I know how to form letters in the slider family (v, w, x, z, k)</p> <p>I know how to form pushing numbers (2, 3, 7, 5)</p> <p>I know how to form pulling numbers (0, 6, 8, 9, 1, 4)</p>	<p>I know how to form capitals with straight lines (I, L, E, F, H, T)</p> <p>I know how to form capitals with curved lines (C, O, S, G, Q)</p> <p>I know how to form capitals with straight and curved lines (D, P, B, R, J, U)</p> <p>I know how to form capitals with sliding lines (A, M, N, K, W, V, Z, X, Y)</p>
Year 1			
Spelling	<p>Common exception words</p> <p>the, a, do, to, I, of, said, says, are</p> <p>were, was, is, his, has, you, your, they, be</p> <p>Read Write Inc Phonics</p> <p>Write first 5 set 3 sounds (52 sounds)</p> <p>I know how to name the letters of the alphabet.</p> <p>I know how to spell the days of the week</p> <p>I know how to use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p>	<p>Common exception words</p> <p>he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask</p> <p>Read Write Inc Phonics</p> <p>Write 17 set 3 sounds (64 sounds)</p> <p>I know how to use the prefix un–</p> <p>I know how to use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p>	<p>Common exception words</p> <p>friend, school, put, push, pull, full, house, our, today</p> <p>Read Write Inc Phonics</p> <p>All Set 3 sounds plus the additional graphemes (75 sounds)</p> <p>I know how to use letter names to distinguish between alternative spellings of the same sound.</p> <p>I know how to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>I know how to spell words containing each of the 40+ phonemes already taught</p> <p>I know how to spell common exception words</p>
Handwriting	<p>I know how to form letters in the jumper family (h, n, m, r, b, p)</p> <p>I know how to form letters in the abracadabra family (c, o, a, d, g, s)</p> <p>I know how to form letters in the window cleaner family (l, t, i, u)</p> <p>I know how to form letters in the squirter family (e)</p> <p>I know how to form letters in the fisher family (j, y, f, g)</p> <p>I know how to form letters in the slider family (v, w, x, z, k)</p> <p>I know how to form pushing numbers (2, 3, 7, 5)</p> <p>I know how to form pulling numbers (0, 6, 8, 9, 1, 4)</p> <p>I know how to form capitals with straight lines (I, L, E, F, H, T)</p> <p>I know how to form capitals with curved lines (C, O, S, G, Q)</p> <p>I know how to form capitals with straight and curved lines (D, P, B, R, J, U)</p> <p>I know how to form capitals with sliding lines (A, M, N, K, W, V, Z, X, Y)</p>	<p>Review: jumper family</p> <p>Review: abracadabra family</p> <p>Revise: window cleaner</p> <p>Revise: squirter</p> <p>Revise: fisher</p> <p>Revise: pushing Numbers</p> <p>Revise: pulling numbers</p> <p>Revise: capitals straight lines</p> <p>Revise: capitals curved lines</p> <p>Revise: capitals lines then curves</p> <p>I know how to space letters in words (3-4 letters) correctly so I can write a word accurately. (Lists on MT plan)</p>	<p>Revise: capitals sliding lines</p> <p>Revise: jumper family</p> <p>Review: abracadabra family</p> <p>Revise: window cleaner</p> <p>Revise: squirter</p> <p>Revise: fisher</p> <p>Revise: pushing Numbers</p> <p>Revise: pulling numbers</p> <p>Revise: capitals straight lines</p> <p>Revise: capitals curved lines</p> <p>Revise: capitals lines then curves</p> <p>I know how to space letters in words correctly so I can write words accurately. (Lists on MT plan)</p>
Year 2			



Spelling	<p>Common exception words any, find, door, eye, most, only, fast, class, old, busy, move, could, sure, mind, poor, wild, cold, both, even, last, pass, bath, half, Christmas, Mr, Mrs</p> <p>I know how to spell common exception words learned so far</p> <p>I know how to segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Read Write Inc Phonics Write all previously learned sounds including additional graphemes</p> <p>I know these spelling rules so that I can apply them in my writing with accuracy.</p> <p>The /j/ sound spelled –dge at the end of words badge edge bridge dodge fudge ridge smudge judge wedge lodge</p> <p>The /j/ sound spelled –ge at the end of words age huge change charge bulge village range orange hinge stage</p> <p>The /j/ sound spelled with a g. gem gym giant magic giraffe energy digit engine religion gentle</p> <p>The /s/ sound spelled c before e, i and y race ice cell city fancy lace space circle circus rice</p> <p>The /n/ sound spelled kn and gn at the beginning of words. knock know knee knit knew knight gnome kneel gnat gnaw</p> <p>The /r/ sound spelled ‘wr’ at the beginning of words. write written wrong wrap wren wrecked wrapped wriggle wrestle wrote</p> <p>The /l/ or /ul/ sound spelled ‘-le’ at the end of words. table apple bottle little middle bubble cable uncle ankle eagle</p> <p>The /l/ or /ul/ sound spelled ‘-el’ at the end of words. This spelling is used after m, n, r, s, v, w and commonly s. camel tunnel squirrel travel towel tinsel hazel vowel angel jewel</p> <p>The /l/ or /ul/ sound spelled ‘-al’ at the end of words. medal petal capital hospital animal equal final pedal local magical</p> <p>Words ending in ‘-il.’ pencil fossil nostril pupil April gerbil lentil evil anvil basil</p>	<p>Common exception words floor, because, kind, child, gold, told, great, pretty, past, hour, who, many, people, behind, children, climb, hold, every, break, after, beautiful, should, father, grass, plant, prove,</p> <p>I know ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>I know how to spell more words with contracted forms</p> <p>Read Write Inc Phonics Write all previously learned sounds including additional graphemes</p> <p>I know these spelling rules so that I can apply them in my writing with accuracy.</p> <p>The long vowel ‘i’ spelled with a y at the end of words. cry fly dry try reply July shy spy sky why</p> <p>Adding ‘-es’ to nouns and verbs ending in ‘y.’ flies tries replies cries copies babies carries spies supplies lorries</p> <p>Adding ‘-ed’ to words ending in y. The y is changed to an i. copied replied spied fried applied relied identified multiplied magnified supplied</p> <p>Adding ‘-er’ to words ending in y. The y is changed to an i. happier happiest angriest angrier drier driest tidier tidiest funnier funniest</p> <p>Adding ‘ing’ to words ending in ‘e’ with a consonant before it. hiking shining surprising joking hoping smiling loving writing coming caring</p> <p>Adding ‘er’ to words ending in ‘e’ with a consonant before it. nicer writer baker hoped loved largest closest looser safer simpler</p> <p>Adding ‘-ing’ to words of one syllable. The last letter is doubled to keep the short vowel sound. patting humming dropping running hopping clapping sitting flipping wrapping slipping</p> <p>Adding ‘-ed’ to words of one syllable. The last letter is doubled to keep the short vowel sound. patted hummed dropped clapped clipped wrapped napped ripped drummed dragged</p> <p>The ‘or’ sound spelled ‘a’ before ll and ll all ball call walk talk always fall small also bald</p> <p>The short vowel sound ‘o.’ other mother brother nothing cover money some dozen wonder done</p> <p>Contractions – the apostrophe shows where a letter or letters would be if the words were written in full can’t didn’t hasn’t couldn’t it’s wasn’t doesn’t mustn’t I’ll she’ll</p>	<p>Common exception words everybody, steak, would, parents, whole, path, improve, sugar, clothes, water, again, money</p> <p>I know how to distinguishing between homophones and near-homophones</p> <p>I know how to add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</p> <p>I know how to use the possessive apostrophe (singular) [for example, the girl’s book]</p> <p>I know how to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> <p>I know these spelling rules so that I can apply them in my writing with accuracy.</p> <p>The /ee/ sound spelled ‘-ey’ key donkey monkey chimney valley trolley journey turkey jockey kidney</p> <p>Words with the spelling ‘a’ after w and qu. want watch wander wand quality quad wasps squat quantity squash</p> <p>The /er/ and /or/ sound spelled with or or ar. word work worm world worth war warm towards warn warned</p> <p>The /z/ sound spelled s. television treasure usual measure pleasure decision vision leisure version visual</p> <p>The suffixes ‘-ment’ and ‘-ness’ payment enjoyment agreement achievement adjustment darkness rudeness sadness greatness kindness</p> <p>The suffixes ‘-ful’ and ‘-less’ If a suffix starts with a consonant letter. It is added straight onto most root words. careful playful thankful helpful wonderful useless careless homeless hopeless spotless</p> <p>These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings there their here hear see sea too two blue blew quiet quite bare bear sun son be bee night knight</p> <p>Words ending in ‘-tion.’ station fiction motion nation education action injection caption fraction competition</p> <p>The possessive apostrophe (singular) Megan’s Ravi’s Cody’s Sophie’s Sam’s child’s boy’s man’s dog’s lady’s</p>
Handwriting	<p>I know how to form letters in the jumper family (h, n, m, r, b, p)</p> <p>I know how to form letters in the slider family (v, w, x, z, k)</p> <p>I know how to form letters in the window cleaner family (l, t, i, u)</p> <p>I know how to form letters in the abracadabra family (c, o, a, d, g, s)</p> <p>I know how to form letters in the fisher family (j, y, f, g)</p> <p>I know how to form letters in the squirter family (e)</p> <p>I know how to form pulling numbers (0, 6, 8, 9, 1, 4)</p> <p>I know how to form pushing numbers (2, 3, 7, 5)</p>	<p>Joining programme I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z)</p> <p>I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u)</p>	<p>I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z)</p> <p>I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u)</p> <p>I know how and which letters join using a ground join. (c, e, k)</p> <p>I know how and which letters join using a top join. (o, v, w)</p>

	<p>I know how to form capitals with straight lines (I, L, E, F, H, T)</p> <p>I know how to form capitals with curved lines (C, O, S, G, Q)</p> <p>I know how to form capitals with straight and curved lines (D, P, B, R, J, U)</p> <p>I know how to form capitals with sliding lines (A, M, N, K, W, V, Z, X, Y)</p> <p>I know how to form letters within words using the correct spacing.</p>	 <div> <div>THURGOLAND</div> <div>CHURCH OF ENGLAND PRIMARY SCHOOL</div> </div> 	
Year 3			
Spelling	<p>Statutory Spellings</p> <p>actual answer bicycle circle earth enough fruit island often popular centre decide disappear early heart learn minute notice regular therefore</p> <p>I know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>I know these spelling rules so that I can apply them in my writing with accuracy.</p> <p>The /ow/ sound spelled ‘ou.’ mouth around sprout sound spout ouch hound trout found proud</p> <p>The /u/ sound spelled ‘ou.’ touch double country trouble young cousin enough encourage flourish couple</p> <p>The /i/ sound spelled with a ‘y.’ gym myth Egypt pyramid mystery symbol synonym lyrics system gymnastics</p> <p>Words with endings that sound like /ze/ as in measure are always spelled with ‘- sure.’ measure treasure pleasure enclosure displeasure composure leisure exposure closure disclosure</p> <p>Words with endings that sound like /ch/ is often spelled –‘ture’ unless the root word ends in (t)ch creature furniture picture nature adventure capture future sculpture fracture mixture</p> <p>Words with the prefix ‘re-’ redo refresh return reappear redecorate revenge review replay reaction rebound</p> <p>The prefix ‘dis-’ which has a negative meaning disappoint disagree disobey disable dislike dislocate disappear disadvantage disapprove dislodge</p> <p>The prefix ‘mis-’ misbehave mislead misspell mistake misplace misread mistrust misunderstanding misuse mislaid</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. gardening gardened limited limiting developing developed listening listened covered covering</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant</p>	<p>Statutory Spelling</p> <p>build describe imagine library natural ordinary promise recent suppose weight address arrive certain experience history mention occasionally probably reign sentence</p> <p>I know how to use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>I know how to use further prefixes and suffixes and understand how to add them</p> <p>I know these spelling rules so that I can apply them in my writing with accuracy.</p> <p>The long vowel /a/ sound spelled ‘ai’ straight painter fainted waist strainer chained claimed failure snail waiter</p> <p>The long /a/ vowel sound spelled ‘ei.’ vein weigh eight neighbour sleigh reign freight reins veil eighteen</p> <p>The long /a/ vowel sound spelled ‘ey.’ obey prey convey survey grey osprey disobey they surveyor conveyor</p> <p>Adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb. calmly exactly deadly bravely boldly gladly deeply clearly hourly quickly</p> <p>Homophones – words which have the same pronunciation but different meanings and/or spellings grate great grown groan main mane meat meet missed mist</p> <p>The /l/ sound spelled ‘-al’ at the end of words. arrival burial comical emotional national magical personal optional survival tropical</p> <p>The /l/ sound spelled ‘-le’ at the end of words. battle article struggle possible capable settle humble terrible example adjustable</p> <p>Adding the suffix ‘- ly’ when the root word ends in ‘-le’ then the ‘-le’ is changed to ‘-ly.’ gently simply humbly nobly durably terribly incredibly responsibly wrinkly possibly</p> <p>Adding the suffix ‘- ally’ which is used instead of ‘-ly’ when the root word ends in ‘-ic.’ basically frantically dramatically historically nationally emotionally accidentally automatically traditionally specifically</p> <p>Adding the suffix –ly. Words which do not follow the rules. truly duly publicly daily slyly shyly fully wholly coyly happily</p>	<p>Statutory Spellings</p> <p>accidentally breathe century consider eight guard heard peculiar possible quarter disappear reaction capable personal specifically misunderstanding freight committed forbidden neighbour difficult important length perhaps position pressure question strange special purpose</p> <p>I know how to spell words that are often misspelt - see English appendix 1</p> <p>I know how to spell further homophones</p> <p>I know these spelling rules so that I can apply them in my writing with accuracy.</p> <p>Words ending in ‘-er’ when the root word ends in (t)ch. teacher catcher richer stretcher watcher dispatcher butcher preacher cruncher scorcher</p> <p>Words with the /k/ sound spelled ‘ch.’ scheme chorus chemist echo character stomach monarch school anchor chaos</p> <p>Words ending with the /g/ sound spelled ‘–gue’ and the /k/ sound spelled ‘– que.’ vague league plague tongue fatigue antique unique grotesque mosque plaque</p> <p>Words with the /s/ sound spelled ‘sc’ science scene discipline fascinate crescent scissors ascend scented scenery descend</p> <p>Homophones: Words which have the same pronunciation but different meanings and/or spellings ball bawl berry bury brake break fair fare mail male</p> <p>The suffix ‘–sion’ pronounced /ʒən/ division invasion confusion decision collision television erosion vision fusion revision</p>

	<p>letter which has just one vowel letter before it, the final consonant letter is doubled</p> <p>forgetting forgotten beginning preferred permitted regretting committed forbidden propelled equipped</p>	 <div>THURGOLAND CHURCH OF ENGLAND PRIMARY SCHOOL</div> 	
Handwriting	<p>Joining Program</p> <p>I know how to form letters in the jumper family (h, n, m, r, b, p)</p> <p>I know how to form letters in the slider family (v, w, x, z, k)</p> <p>I know how to form letters in the window cleaner family (l, t, i, u)</p> <p>I know how to form letters in the abracadabra family (c, o, a, d, g, s)</p> <p>I know how to form letters in the fisher family (j, y, f, g)</p> <p>I know how to form letters in the squirter family (e)</p>	<p>Joining Program</p> <p>I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z)</p> <p>I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u)</p> <p>I know how and which letters join using a top join. (o, v, w</p>	<p>Joining Program</p> <p>I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z)</p> <p>I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u)</p> <p>I know how and which letters join using a top join. (o, v, w</p>
Year 4			
Spelling	<p>Statutory Spellings</p> <p>calendar appear believe grammar increase interest opposite straight strength women complete continue experiment famous favourite February naughty material knowledge remember</p> <p>I know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>I know how to use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>I know these spelling rules so that I can apply them in my writing with accuracy.</p> <p>These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. accept except knot not peace piece plain plane weather whether</p> <p>The prefix ‘in-’ can mean both ‘not’ and ‘in’/‘into.’ In these spellings the prefix ‘in-’ means ‘not.’ inactive incorrect invisible insecure inflexible indefinite inelegant incurable inability inadequate</p> <p>Before a root word starting with l, the ‘in-’ prefix becomes ‘il-’. Before a root word starting with r the prefix ‘in-’ becomes ‘ir-’ illegal illegible immature immortal impossible impatient imperfect irregular irrelevant irresponsible</p> <p>The prefix ‘sub-’ which means under or below. submarine subject subway submerge subtropical subdivide subheading substandard subtitle submit</p> <p>The prefix ‘inter-’ means between, amongst or during interact intercity international interfere interview intercept intercom internet interchange interface</p> <p>The suffix ‘-ation’ is added to verbs to form nouns information sensation preparation vibration decoration donation duration registration population determination</p>	<p>Statutory Spellings</p> <p>breath business caught different exercise extreme medicine possession although thought group height particular potatoes separate surprise through various though woman</p> <p>I know how to use further prefixes and suffixes and understand how to add them</p> <p>I know these spelling rules so that I can apply them in my writing with accuracy.</p> <p>Adding the suffix ‘- ion.’ When the root word ends in ‘d,’ ‘de’ or ‘se’ then the suffix ‘-ion’ needs to be ‘-sion.’ expansion extension comprehension tension suspension exclusion provision explosion erosion invasion</p> <p>Adding the suffix – ous.’ Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though. poisonous dangerous mountainous marvellous perilous tremendous enormous jealous precious disastrous</p> <p>The suffix ‘-ous.’ The final ‘e’ of the root word must be kept if the sound of ‘g’ is to be kept. courageous outrageous nervous famous adventurous disadvantageous ridiculous carnivorous rapturous torturous</p> <p>The ‘ee’ sound spelled with an ‘i.’ merriment happiness plentiful penniless happily prettiest nastiness beautiful pitiful silliness</p> <p>The suffix ‘-ous.’ If there is an ‘ee’ sound before the ‘-ous’ ending, it is usually spelled as i, but a few words have e. serious obvious curious hideous spontaneous courteous furious various victorious gaseous</p> <p>The ‘au’ digraph naughty caught fraught automatic astronaut cause author applaud taught audience</p>	<p>Statutory Spellings</p> <p>accident actually busy eighth forward forwards guide possess occasion Wednesday</p> <p>I know how to spell words that are often misspelt - see English appendix 1</p> <p>I know how to spell further homophones</p> <p>I know how to place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</p> <p>I know these spelling rules so that I can apply them in my writing with accuracy.</p> <p>Homophones – words which have the same pronunciation but different meanings and/or spellings scene seen whose who’s affect effect here hear heel heal The /s/ sound spelled c before ‘i’ and ‘e’ circle century centaur circus princess voice medicine celebrate celery pencil</p> <p>Some words have similar spellings, root words and meanings. We call these word families. ‘sol word family’ and ‘real word family’ solar solution soluble insoluble dissolve real reality realistic unreal realisation</p> <p>Some words have similar spellings, root words and meanings. We call these word families. ‘phon word family’ and ‘sign word family’ phone telephone phonics microphone phonograph sign signature assign designer signaller</p> <p>Prefixes – ‘super-’ ‘anti’ and ‘auto.’ supermarket superman superstar superhuman antiseptic anticlockwise antisocial autobiography autograph automatic</p> <p>The prefix bi meaning two. bicycle biplane biped bicentennial biannual bilingual bicuspid biceps binoculars bisect</p> <p>Plural possessive apostrophes. girls’ boys’ babies’ children’s men’s mice’s ladies’ cats’ women’s geese’s</p>



THURGOLAND



	<p>The suffix ‘-ation’ is added to verbs to form nouns. adoration admiration coronation detonation observation location generation exploration combination illustration</p> <p>Adding –ly to adverbs. Remembering words ending in ‘-y’ become ‘-ily’ and words ending in ‘-le’ become ‘-ly.’ sadly completely wildly bravely gently foolishly proudly horribly nervously happily</p> <p>Adding ‘-ly’ to to turn an adjective into an adverb when the final letter is ‘l.’ usually finally beautifully thoughtfully wonderfully carefully faithfully peacefully cruelly generally</p> <p>Word with the ‘sh’ sound spelled ch. chef chalet machine brochure parachute chute chaperone chandelier crochet quiche</p>	<p>the suffix ‘-ion’ when the root word ends in ‘t’ or ‘te’ then the suffix becomes ‘-tion’ invention injection action hesitation completion stagnation domination combination conservation selection</p> <p>The suffix ‘-ion’ becomes ‘-ssion’ when the root word ends in ‘ss’ or ‘mit.’ expression discussion confession permission admission impression obsession procession omission concussion</p> <p>The suffix ‘-cian’ used instead of ‘-sion’ when the root word ends in ‘c’ or ‘cs’ musician magician electrician politician mathematician technician optician beautician physician dietician</p> <p>Adding ‘-ly’ to create adverbs of manner. These adverbs describe how the verb is occurring. reluctantly quickly generously unexpectedly gently curiously furiously seriously victoriously courteously</p>	
Handwriting	<p>I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z)</p> <p>I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u)</p> <p>I know how and which letters join using a ground join. (c, e, k)</p> <p>I know how and which letters join using a top join. (o, v, w)</p>	<p>I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z)</p> <p>I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u)</p> <p>I know how and which letters join using a ground join. (c, e, k)</p> <p>I know how and which letters join using a top join. (o, v, w)</p>	<p>I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z)</p> <p>I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u)</p> <p>I know how and which letters join using a ground join. (c, e, k)</p> <p>I know how and which letters join using a top join. (o, v, w)</p>
Year 5			
Spelling	<p>Statutory Spellings</p> <p>appreciate cemetery conscious convenience environment immediately language sufficient thorough vegetable accommodate available controversy dictionary marvellous opportunity secretary sincerely suggest twelfth</p> <p>I know how to use dictionaries to check the spelling and meaning of words, use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>I know how to use a thesaurus</p> <p>I know these spelling rules so that I can apply them in my writing with accuracy.</p> <p>Words ending in ‘- ious.’ ambitious infectious fictitious nutritious repetitious amphibious curious devious notorious obvious</p> <p>Words ending in ‘- cious.’ If the root word ends in –ce the sound is usually spelled ‘-cious.’ delicious atrocious conscious ferocious gracious luscious malicious precious spacious suspicious</p> <p>Ending ‘-cial’ and ‘- tial.’ After a vowel ‘- cial’ is most common and ‘-ital’ after a consonant. But there are many exceptions. official special artificial crucial judicial beneficial facial glacial especially multiracial</p> <p>Ending ‘-cial’ and ‘- tial.’ After a vowel ‘- cial’ is most common and ‘-ital’ after a consonant. But there are many exceptions</p>	<p>Statutory Spellings</p> <p>amateur ancient awkward criticise excellent foreign pronunciation symbol yacht equipment accompany communicate conscience desperate disastrous interfere nuisance queue restaurant rhythm</p> <p>I know how to use further prefixes and suffixes and understand the guidance for adding them</p> <p>I know how to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1</p> <p>I know how to spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</p> <p>I know these spelling rules so that I can apply them in my writing with accuracy.</p> <p>Words ending in ‘- able.’ changeable noticeable manageable agreeable knowledgeable replaceable microwaveable salvageable rechargeable irreplaceable</p> <p>Adverbs of time (temporal adverbs) these are words to develop chronology in writing. afterwards immediately earlier eventually previously finally recently yesterday tomorrow whilst</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer. referring preferred transferring reference referee preference transference difference inference conferring</p>	<p>Statutory Spellings</p> <p>achieve apparent bargain bruise community mischievous muscle necessary vehicle system</p> <p>immediate sincere changeable afterwards referring knight doubt amateur ancient deceive</p> <p>I know how to continue to distinguish between homophones and other words which are often confused</p> <p>I know these spelling rules so that I can apply them in my writing with accuracy.</p> <p>These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings advice advise device devise licence license practice practise prophecy prophesy</p> <p>These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings aisle isle aloud allowed altar alter ascent assent farther father</p> <p>These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. guessed guest heard herd morning mourning past passed bridal bridle</p> <p>These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings</p>



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	<p>potential essential substantial influential residential confidential impartial preferential torrential circumstantial</p> <p>Ending ‘-cial’ and ‘- tial.’ After a vowel ‘- cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions financial commercial provincial initial spatial palatial controversial initially controversially financially</p> <p>Words ending in ‘- ant.’ ‘-ant’ Is used if there is an ‘a’ or ‘ay’ sound in the right place. abundant brilliant constant distant dominant elegant fragrant ignorant tolerant vacant</p> <p>Words ending in ‘- ance.’ ‘-ance’ Is used if there is an ‘a’ or ‘ay’ sound in the right place. abundance brilliance elegance extravagance tolerance hesitancy relevancy vacancy dominancy abundancy</p> <p>Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule. innocence decent frequent emergent confidence competence transparent eloquence violent intelligence</p> <p>Words ending in ‘- able’ and ‘-ible.’ ‘- able’ is used where there is a related word ending ‘-ation.’ dependable comfortable understandable reasonable enjoyable reliable possible horrible terrible incredible</p> <p>Words ending in ‘- ably’ and ‘-ibly.’ reliably dependably comfortably possibly horribly terribly visibly incredibly sensibly legibly</p>	<p>Words with ‘silent’ letters at the start knight wreck age write knowledge knuckle wreath pre society Onemancie look knife</p> <p>Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) doubt island lamb solemn thistle autumn build receipt ascend disciple</p> <p>Words spelled with ‘ie’ after c. ancient science species efficient deficient glacier scientists sufficient emergencies inefficient</p> <p>Words with the ‘ee’ sound spelled ei after c. The ‘i before e except after c’ rule applies to words where the sound spelled by ei is /ee/ deceive conceive receive perceive receipt protein caffeine seize either neither</p> <p>Words containing the letter string ‘ough’ where the sound is /aw/. bought fought thought ought sought nought brought wrought afterthought thoughtfulness</p> <p>Words containing the letter string ‘ough’ where the sound is /o/ as in boat or ‘ow’ as in cow though although dough doughnut rough enough tough plough bough toughen</p> <p>Adverbs of possibility. These words show the possibility that something has of occurring. definitely possibly probably frequently infrequently occasionally rarely certainly obviously often</p>	<p>cereal serial complement compliment principal principle stationary stationery wary weary affect effect precede proceed draft draught dessert desert whose who’s</p> <p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. co-ordinate co-operate co-own co-author re-enter re-examine re-evaluate re-educate re-explain re-energise</p>
Handwriting	<p>I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z) I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u) I know how and which letters join using a ground join. (c, e, k) I know how and which letters join using a top join. (o, v, w)</p> <p>I know how to write joined using a pencil. I know how to write joined using a pen.</p>	<p>I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z) I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u) I know how and which letters join using a ground join. (c, e, k) I know how and which letters join using a top join. (o, v, w)</p> <p>I know a pencil should be used for labelling diagrams I know a pen should be used for daily writing tasks.</p>	<p>I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z) I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u) I know how and which letters join using a ground join. (c, e, k) I know how and which letters join using a top join. (o, v, w)</p> <p>I know a pen should be used to complete a form. I know a pencil should be used for writing quick notes.</p>
Year 6			
Spelling	<p>Statutory Spellings muscle prejudice available determined rhyme identity accommodate suggest competition existence accompany average conscience develop explanation immediately necessary privilege rhythm symbol according awkward conscious dictionary familiar individual neighbour profession sacrifice system</p> <p>I know how to use dictionaries to check the spelling and meaning of words, use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary I know how to use a thesaurus</p> <p>I know these spelling rules so that I can apply them in my writing with accuracy.</p>	<p>Statutory Spellings achieve bargain controversy disastrous foreign interfere nuisance programme secretary temperature aggressive bruise convenience embarrass forty interrupt occupy pronunciation shoulder thorough amateur category correspond environment frequently language occur queue signature twelfth ancient cemetery criticise equipped government leisure opportunity recognise sincerely variety</p> <p>I know how to use further prefixes and suffixes and understand the guidance for adding them</p> <p>I know these spelling rules so that I can apply them in my writing with accuracy.</p> <p>Words with unstressed vowel sounds</p>	<p>Statutory Spellings apparent committee curiosity guarantee lightning parliament recommend soldier vegetable especially appreciate communicate definite exaggerate harass marvellous persuade relevant stomach vehicle attached community desperate excellent hindrance mischievous physical restaurant sufficient yacht</p> <p>I know these spelling rules so that I can apply them in my writing with accuracy.</p> <p>-er, -or, -ar at the end of words. computer superior customer soldier shoulder interior calendar popular particular radiator</p> <p>Adverbs synonymous with determination.</p>



THURGOLAND

CHURCH OF ENGLAND PRIMARY SCHOOL



	<p>Words with the short vowel sound /i/ spelled y rhythm system physical symbol mystery lyrics oxygen symptom typical crystal</p> <p>Words with the long vowel sound /i/ spelled with a y. rhyme occupy apply hyphen hygiene python supply identify multiply recycle</p> <p>Spelling Rules: Adding the prefix ‘-over’ to verbs. overbalance overthrow overturned overcoat overslept overcook overpaid overreact overtired overlooked</p> <p>Convert nouns or verbs into adjectives using suffix ‘-ful.’ merciful plentiful beautiful fearful faithful boastful doubtful thankful pitiful fanciful</p> <p>Spelling Rules: Words which can be nouns and verbs produce impact transport silence permit object contest subject increase freeze</p> <p>Words with an /o/ sound spelled ‘ou’ or ‘ow.’ shoulder smoulder mould thrown known blown window shallow soul poultry</p> <p>Words with a ‘soft c’ spelled /ce/. prejudice nuisance hindrance sacrifice cemetery certificate celebrate necessary deceased December</p> <p>Prefix dis, un, over, im. disappointed dissatisfied dissimilar unsure unnecessary unnatural overseas overrule overreact impatient</p> <p>Words with the /f/ sound spelled ph. graph pheasant phone photo physical alphabet dolphin elephant pamphlet sphere</p> <p>Words with origins in other countries hoist easel restaurant pyjamas bungalow veranda ballet blizzard gymkhana origin</p>	<p>Words with endings /shuhl/ after a vowel letter. antisocial official superficial special artificial social racial crucial facial beneficial</p> <p>Words with endings /shuhl/ after a consonant letter influential martial spatial partial confidential essential substantial potential sequential torrential</p> <p>Words with the common letter string ‘acc’ at the beginning of words. accompany accommodate access accuse accost accrue accuracy accomplish accumulate accentuate</p> <p>Words ending in ‘- ably.’ changeably noticeably dependably comfortably reasonably adorably valuably believably considerably tolerably</p> <p>Words ending in ‘- ible reversible incredible possible horrible terrible responsible legible forcible sensible visible</p> <p>Adding the suffix ‘- ibly’ to create an adverb. reversibly responsibly possibly horribly terribly visibly incredibly sensibly forcibly legibly</p> <p>Changing ‘-ent’ to ‘- ence.’ excellent excellence silent silence evident evidence convenient convenience different difference</p>	<p>intently diligently repeatedly knavishly determinedly resolutely relentlessly persistently tenaciously continually</p> <p>Adjectives to describe settings picturesque magnificent regal tranquil sinister unsightly spectacular majestic noiseless bustling</p> <p>Vocabulary to describe feelings. euphoric delighted despondent incensed terrified apprehensive jittery optimistic positive sanguine</p> <p>Adjectives to describe character amiable obnoxious disagreeable grotesque repugnant exquisite courageous gargantuan valiant delightful</p> <p>Grammar Vocabulary modal relative pronoun clause parenthesis bracket cohesion ambiguity adverb determiner subject object active passive synonym antonym ellipsis hyphen colon punctuation</p> <p>Mathematical Vocabulary addition subtraction multiplication division parallel horizontal vertical circumference diameter calculation</p>
Handwriting	<p>I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z) I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u) I know how and which letters join using a ground join. (c, e, k) I know how and which letters join using a top join. (o, v, w)</p> <p>I know to use unjoined handwriting to label a diagram. I know to use joined handwriting during daily writing tasks. (Completing work, writing a note, writing a list)</p>	<p>I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z) I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u) I know how and which letters join using a ground join. (c, e, k) I know how and which letters join using a top join. (o, v, w)</p> <p>I know to use unjoined handwriting to write information on a form. I know to use block capitals to complete a form.</p>	<p>I know that breaker letters do not join to other letters. (b, f, g, l, p, s, x, y, r, q, z) I know how and which letters join with a diagonal flick join. (a, d, h, l, i, m, n, t, u) I know how and which letters join using a ground join. (c, e, k) I know how and which letters join using a top join. (o, v, w)</p> <p>I know how to select pen or pencil based on the type of writing I am completing.</p>